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ABSTRACT

Twenty abstracts represent papers on: an agenda for camping research, use of alternative learning environments in an outdoor setting for emotionally disturbed children and youth, effects of specialized camping program on coronary heart disease risk factors in children, efficacy of physical activity programs for overweight pre-adults at specialized camps, effect of rapelling on the state-anxiety and palmar sweat of fifth graders, and impact of short-term adventure camp on self-concept and anxiety in Japanese adolescents. Also included are abstracts on the influence of tent counselors on children's creativity in residential camps, outdoor leadership competencies, effect of three training methods on teaching preparation of counselor-teachers in a residential environmental education program, job satisfaction among returning camp counselors, selected biographical and personality characteristics contributing to leadership effectiveness of Colorado Outward Bound School instructors, use of behavior modification to control inappropriate residential camp behavior, and women's outdoor adventure programming. The final abstracts cover the economic impact of Massachusetts children's camps, perceived importance of selected outdoor education activities, parental feedback in evaluating Camp Limberlost for disadvantaged children, use of scenarios to forecast camping's future, development of "Leave no Trace" programs for camps, influence of winter interdisciplinary outdoor education program on middle school students' attitudes, and the AMIC Residential Summer Camp for autistic children. (SB)

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"WHAT'S NEW IN CAMPING RESEARCH?"

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Abstracts

1984

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SAN DIEGO

February 27 - March 3, 1984

AMERICAN CAMPING ASSOCIATION

Abstracts

"What's New in Camping Research?"

1984 American Camping Association Convention

San Diego, California

Feb. 27 - March 3

Compiled by: Karla A. Henderson, Ph.D.
M. Deborah Bialeschki
University of Wisconsin-Madison

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What's New in Camping Research?
The Effect on Campers
Wednesday, Feb. 29, 1:30 - 3:30 p.m.

"An Agenda for Research in Camping" Karla A. Henderson and M. Deborah Bialeschki, University of Wisconsin-Madison (pp. 1-2)

"Utilizing Alternative Learning Environments in An Outdoor Education Setting for Emotionally Disturbed Children and Youth" Albert H. Fink and Gary M. Robb, Indiana University (pp. 3-4)

"Effects of a Specialized Camping Program on Coronary Heart Disease Risk Factors in Children: Three Replications" Thomas L. McKenzie, San Diego State University (pp. 5-6)

"The Efficacy of Physical Activity Programs for Overweight Pre-Adults at Specialized Camps" Paula R. Zaccone, Seton Hall University (pp. 7-8)

"The Effect of Rappelling as an Adventure Activity on the State-Anxiety and Palmar Sweat of Fifth Grade Pupils under Student-Centered Leadership" J. Thayer Raines, Indiana University (pp. 9-10)

"The Impact of Short-Term Adventure Camp on Self-Concept and Anxiety in Japanese Early Adolescents" Minori Iida, Betty van der Smissen, Hitoshi Imura, Bowling Green State University (pp. 11-12)

What's New in Camping Research?
Leadership in Camps
Thursday, March 1, 8 - 10 a.m.

"An Investigation of the Influence of the Tent Counselor on the Creativity of Children in a Residential Camp" Carol S. Myers, Butler University (pp. 13-14)

"Outdoor Leadership Competencies: A Research Study Surveying Outdoor Leaders" Michael Swiderski, California Polytechnic State University (pp. 15-16)

"The Effect of Three Training Methods on the Teaching Preparation of Counselors-Teachers in a Resident Environmental Education Program" Susan Johnson, National Wildlife Federation (pp. 17-18)

"A Study of Job Satisfaction Among Returning Camp Counselors" William A. Becker, Georgia Southern College (pp. 19-20)

"An Analysis of Selected Biographical and Personality Characteristics Contributing to the Leadership Effectiveness of Instructors and Assistant Instructors at the Colorado Outward Bound School: 1982-83" Ronald D. Riggins, Western Washington University (pp. 21-23)

"Using Behavior Modification Strategies to Control Inappropriate Behavior in a Residential Camping Program for Boys" Thomas L. McKenzie, San Diego State University (pp. 24-25)

What's New in Camping Research
Management and Other Issues
Thursday, Mar. 1, 3:30-5:30 p.m.

"Woman's Outdoor Adventure Programming" Rita Yerkes, Miami University and Wilma Mironda, Northern Illinois University (pp. 26-28)

"The Economic Impact of Children's Camp in Massachusetts" Lawrence R. Klar, Jr. and William E. Randall, University of Massachusetts (pp. 29-30)

"Perceived Importance of Selected Outdoor Education Activities" Alan Ewert, Appalachian State University (pp. 31-32)

"Parental Feedback in the Evaluation of a Camp for Disadvantaged Children: The Camp Limberlost Project" Larry K. Belknap, William Rickards, and Penny Belknap, Illinois State University (pp. 33-34)

"Using Scenarios to Forecast the Future of Camping" Karla A. Henderson, University of Wisconsin-Madison (pp. 35-36)

"Development of a "Leave No Trace" Program for Camps" Norma Polovitz, University of Utah (p. 37)

Other papers which were accepted but are not being presented:

"The Influences of a Winter Interdisciplinary Outdoor Education Program on Middle School Students' Attitudes and Knowledge About the Outdoor Environment" Carol Morton, Cleveland State University (pp. 38-39)

"The AMIC Residential Summer Camp for Autistic Children: A Model for Recreational/Educational/Therapeutic Work with Autistic Children" Sue A. Alexander, Hampshire College (pp. 40-42)

Abstract for ACA Convention

An Agenda for Research

Karla A. Henderson and M. Deborah Bialeschki
276 Teacher Education
University of Wisconsin
Madison, Wisconsin 53706
608-262-0687

The mark of a true profession and of a legitimized social movement is evidenced by the research which is conducted regarding the issues and concerns of the movement or profession. Organized camping has been an important element in the lives of many people over the past 100 years. Much research has been conducted regarding the organized camping movement as evidenced by the bibliography compiled by van der Smisson and Brookhiser (1982). This research, done by students and persons in camping-related fields, has provided a great deal of information; however, additional systematic studies are needed. Knowledge gaps which occur and which impair the provision of "better camping for all" need to be identified. In addition, it is useful to assess the way in which camping research is planned, funded, performed, disseminated, and utilized.

The purpose of this "agenda for research" was to ascertain research topics which need further study. This information was obtained through a two page questionnaire which was administered to all attendees of the opening session of the ACA Convention in Cincinnati, Ohio in February 1983. A total of 315 questionnaires were completed. The data were analyzed using frequencies, multiple responses, factor analyses, and analysis of variance.

The respondents included 49% from agency camps, 26% from churches, and 22% from private camps. Eighty percent were camp directors/owners, 3% were educators, and 11% were camp staff. Almost two-thirds of the respondents represented resident camps with 35% representing both resident and day camps. Nine out of ten of the respondents had at least a baccleureate degree. An almost equal number of males and females responded to the questionnaire with the average age of the respondents being almost 40 years.

The respondents viewed research in general as being important (8.0 on a 10 point scale) but saw the value of camping research as less important (6.53). Three-fourths of all the respondents felt that research was the responsibility of camp directors as well as educators. Over 88% thought ACA should be involved in research projects. Seventy seven percent of the respondents thought CAMPING MAGAZINE should devote more space to research reporting. The respondents viewed research on the broad area of "the individual and camping" to be most important. This

was followed very closely by "programming".

The data were further analyzed by camp affiliation. Few differences existed by sponsorship except in regard to the value of research on "the individual and camping." Private camp personnel had a greater interest in research on the individual than did religiously affiliated camp people, although both rated it as a high interest.

The greatest single item where research is needed was regarding the lifelong benefits of camping. The second highest rated research question related to how to meet the needs of campers in today's society. Follow-up studies were another important line of research, especially as to the benefits of camp after returning home. All of these suggested interest in the broad topic of "the individual and camping."

A factor analysis of the data was also conducted to determine how these suggested topics might group together into major categories.

Many potential outcomes to this study exist for camp directors, researchers, educators, and the American Camping Association members as these people continue to identify the needed areas of research. By developing this agenda, the possibility of improved research coordination to eliminate unnecessary duplication of efforts is possible. The development of a list of researchable questions may provide guidance for future researchers. Strategies for responding to needs of the field and a better means of communicating research results will be necessary to enhance the research done in the field of camping in the future.

ABSTRACT

(1) Authors

Albert H. Fink, Ph.D.
Professor of Special Education
Indiana University
Bloomington, Indiana 47401
Telephone: (812) 335-0423

Gary M. Robb, Director
Bradford Woods Outdoor Education Center
Indiana University
Martinsville, Indiana 46151
Telephone: (812) 335-0227

(2) Objectives of Project

The major purposes of the project are as follows:

1. Design of an alternative learning environment in an outdoor education setting, for emotionally disturbed children and youth.

2. Exploration of the feasibility of outdoor education as an alternative or extension of special classroom curriculum goals, during the normal school year.

3. Evaluation of the utility of single and multi-disciplinary training within the context of the pilot program.

4. Utilization of the IEP as a basis for activity design and behavioral change.

5. Incorporation of key school personnel in program planning and implementation.

(3) Project Design

a. Under a grant secured from the Indiana State Department of Public Instruction, a pilot program for the design and evaluation of an alternate learning environment for school aged emotionally handicapped children and youth, who were already enrolled in public school special education classes for the emotionally handicapped was developed.

b. Two 5-day (residential) programs were designed for two separate school districts in Indiana. One program was implemented in the late Fall 1982; the other was planned for implementation in the Spring of 1983.

c. Planning for each program included staff, students, and faculty from the Indiana University Department of Special Education, Bradford Woods Outdoor Education Center and the School Districts.

d. Planning incorporated reviews of student Individual Education Plans (IEP's), behavior management strategies, activity management.

e. Total program design/implementation was formally evaluated. Evaluation methodology included a wide range of inquiry techniques: interviews, observations, document analysis, written questionnaires, rating scales, photo slides.

(4) Summary of Results and Conclusions

Results clearly support the following conclusions:

a. feasibility of utilization of outdoor education programs as alternatives or extensions of special classroom curriculum goals for the emotionally handicapped/behaviorally disabled children and youth.

b. value of outdoor education programs for inter-disciplinary training, i.e., special education teacher trainees, therapeutic and outdoor education workers.

c. importance of incorporating school based personnel in planning and active participation.

d. the diagnostic value of the outdoor education experiences for understanding the characteristics and potential of the emotionally handicapped youth.

(5) Implications (for Camp Director)

Emergent role of campus for the development of partnerships with schools, agencies, and universities in terms of providing

a. curriculum extensions/options
b. training sites (pre-service and inservice)
c. experimented interviews for the behaviorally disabled.

EFFECTS OF A SPECIALIZED CAMPING PROGRAM ON CORONARY HEART DISEASE RISK FACTORS IN CHILDREN: THREE REPLICATIONS, Thomas L. McKenzie, San Diego State University and Camp Del Mar.

In the United States, there is a recent and growing interest in the physical health and well being of individuals, and this is being reflected in the modification of camping programs. Meanwhile, coronary heart disease (CHD) remains as the largest single cause of death in this country. With adults, several risk factors which may influence the development of CHD have been identified. Recently, many of these same risk factors have been recognized in children. These factors include a significant incidence of obesity, physical inactivity, and high blood pressure.

The purpose of this study was to examine the effects of a residential camping program on selected risk factors in boys 8-18 years of age. While similar results were repeated over three consecutive summers, data presented in this abstract are for one session only.

During this one session, the subjects were 35 obese boys with a mean ($\pm$ S.D.) age, height, and weight of 13.2 $\pm$ 1.5 yr, 162.6 $\pm$ 9.4 cm, and 76.63 $\pm$ 14.7 kg, respectively. As part of their camping program the subjects followed a regimented exercise and physical activity program while being maintained on a 1170 kcal per day diet consisting of approximately 37% carbohydrate, 41% fat, and 22% protein.

Data on selected variables measured pre- and post-camp were analyzed using a repeated measures t-test with the Bonferroni

correction applied. Significance was set at the .01 level. Results indicate there was a significant mean decrease of 9.5 ± 2.8 kg in body weight for the group. As expected with such a large reduction in body weight, a decrease in the sum of 4 skinfold sites resulted (28.6 ± 19.0 mm), representing a mean decrease of 9.3% in body fat. Both the resting systolic and diastolic blood pressures decreased 15% from their pre-camp levels, or 17 and 11 torr, respectively. The mean 1.5 mile run time for the group significantly decreased 374 seconds. This resulted in an increase in predicted maximum aerobic power from 10.8 ml/kg/min to 25.0 ml/kg/min.

These results and the results of the two other sessions indicate that a camping program offering a combination diet and exercise proram may favorably alter the CHD risk factor profile of children. While these results were achieved in a speciality camp, it is suggested that other residential camping programs may be able to promote the physical health and well being of participants by modifying their nutrition and physical activity.

Thomas L. McKenzie, Ph.D.
Associate Professor
Departmentof Physical Education
College of Professional Studies and Fine Arts
San Diego State University
San Diego, CA 92182
(619) 265-5541

THE EFFICACY OF PHYSICAL ACTIVITY PROGRAMS FOR OVERWEIGHT PRE-ADULTS AT SPECIALIZED CAMPS

Paula R. Zaccone, Ed.D.

Problem:

In pursuit of the widespread interest in physical activity as a vehicle to weight control, the hypothesis of this study is that the physical activity and nutrition education programs at two summer camps specializing in weight loss significantly contributed to the campers' weight loss.

Methodology:

Two cooperating summer camp programs specializing in weight loss for the pre-adult (ages 8-17) are analyzed for their aspects of physical activities, nutrition, organization, and evaluation of camper performance. The campers of Camp Beta, 55 females, and Camp Alpha, 72 females and 40 males are studied on the basis of their replies to objective-type questionnaires as well as personal interviews. The campers' preferences for and participation in physical activities during encampment are translated into caloric expenditure equivalents in assessing the contribution of physical activities to their realized weight loss.

The physical activities programs of each camp are described and compared. The purpose is to identify the contribution made by physical activity to the campers' body weight loss. Camper participation in and attitude toward physical activities are further explored via camp counselors' evaluations. A valid instrument consisting of 25 criteria developed by a panel of physical education specialists, was used by the camp counselors to report and rate each camper's performance.

Results:

This study found that neither the campers' preferences for physical activities nor their participation could explain their realized weight loss. This is not to say that physical activities could not have made a substantial contribution to weight loss, but that the programs and their execution at such camps failed to produce the expected results.

The nutritional programs of the camps were found to be the main contributors to weight loss. Due mainly to the diet consisting of 1200 calories daily, up to 80% of the experienced weight loss is explained by the campers' body weight upon entering camp. The mean weight loss during the seven week encampment was 20.5 lbs for one of the camps and 20.6 lbs. for the other with 7.1 and 7.3 lbs. of standard deviations respectively.

A series of statistical operations reveal that according to the counselors' ratings no improvement is signified in the campers' degree and frequency of participation, extent of camper interaction, initiative and organization of programmed and non-programmed activities between the first and last week of encampment. Moreover, the counselors' ratings of each camper's performance fails to explain the realized weight loss of the campers.

Thus, the hypothesis of this study that the weight loss of pre-adult campers at specialized weight control camps can be statistically explained by their participation in and attitude toward physical activities is rejected.

Implications:

The most important aspect of this study is in its attempt to stimulate the camping community in the realization of the nature, problems, and effects of the of appropriate programs for overweight pre-adult campers. A select number of recommendations are presented as a means of stimulating action for the improvement of camp programs specializing in weight control.

Paula R. Zaccone, Ed.D.
Associate Professor of Education
Dept. of Health, Physical Education & Recreation
Seton Hall University
South Orange, NJ 07079
(201) 761-9000 Ext. 5118

DESCRIPTION OF RESEARCH
by
J. Thayer Raines

A Dissertation presented to the Faculty of the Department of Recreation in the School of Helath, Physical Education, and Recreation at Indiana University in Bloomington, Indiana, in partial fulfillment of the requirements for the degree Doctor of Recreation.

Title: The Effect of Rappelling as an Adventure Activity on the State-Anxiety and Palmar Sweat of Fifth Grade Pupils under Student-Centered Leadership.

In this study the effect of the adventure activity of rappelling on the state-anxiety and palmar sweat of fifth grade pupils attending a 5-day resident outdoor education program will be examined. A sub-problem of this study is to investigate the relationship of state anxiety and palmar sweat. One-hundred and twenty children (n=60 control and n=60 treatment) will be selected from 300 volunteers to participate in the study. All children will be attending the Bradford Woods Outdoor Education, Recreation, and Camping Center in Martinsville, Indiana.

A-State and palmar sweat scores will be obtained for all subjects prior to and during a non-threatening activity (coloring a map) following a session for preliminary adaptation to the instruments. Initially anxious or chronically anxious individuals with basal scores on the Spielberger State-Trait Anxiety Inventory for Children (STAIC) in the top ten percent of the normative table will be eliminated from the study. These individuals make anxiety verses non-anxiety comparisons unfeasible. No further treatment will be given to the control group.

All treatment group procedures and rappelling instruction will be conducted on an individual basis. All leadership during the activity will be conducted following a Student-Centered approach as determined by the Withall Social-Emotional Climate Index. The unsolicited verbal responses of the subjects to the rappelling activity will be tape recorded.

A-State scores will be obtained for all treatment group subjects prior to, during, and following the rappel. Palmar sweat print scores will be obtained just prior to and immediately following the rappel.

The vertical height of the rappelling area will be 25 vertical feet covering a total ground distance of 37 feet with a vertical slope varying between 45 and 90 degrees in a natural outdoor woodland setting. This area also provides an open view of a valley and moving waterway.

An analysis of variance for repeated measures will be used to examine the differences in state anxiety of participants as measured by the A-State Subscale of the STAIC during a non-threatening activity, and before, during, and after rappelling. In addition, an analysis of variance for repeated measures will be used to examine the differences in state anxiety of participants as measured by the palmar sweat print during a non-threatening activity, and before and after rappelling.

It has been predetermined that if a significant F for within subjects comparisons is produced, Tukey's Wholey Significant Difference Test for Post Hoc Comparisons (t_o) will be used to determine which scores are different from the other scores on each measure.

A Pearson Product Moment Correlation will be used to assess the initial relationship of A-State and palmar sweat. The individual subject's scores will then be placed on scatter plots for the examination of their functions. An Eta will be obtained to assess a potential curvilinear correlation if there is a low Pearson's R correlation and the scatter plots suggest such a relationship. A .05 level of significance will be set for acceptance in this study.

J. Thayer Raines
Bradford Woods Outdoor Education,
Recreation, and Camping Center
5040 SR 67 North
Martinsville, Indiana 46151

THE IMPACT OF SHORT-TERM ADVENTURE CAMP ON SELF-CONCEPT AND ANXIETY IN JAPANESE EARLY ADOLESCENTS

Minoru Iida,[1] Betty van der Smissen,[2] Hitoshi Imura[3]

The self-concept is the most important aspect of any human interaction, a major determinant of every behavior. It is only recently the camp professionals are beginning to recognize the significant relationship between outdoor adventure experiences and self-concept. Although many studies have reported a significant relationship between the two variables, most of them have been focused mainly upon the later adolescent subjects in the setting of Outward Bound School.

The purpose of this study was to examine the effects of self-concept and anxiety in Japanese early adolescents who participated in an 8-day adventure camp conducted in 1982 and 1983. Subjects were 155 male and female sixth to eighth graders. In addition to a variety of choice activities, the adventure camp put great stress upon such survival techniques as map and compass, shelter-making, edible plants, fire-building, ropes course and initiative games, and a 3-day mountain climb. While sixth graders took a different mountain route from the seventh and eighth graders, the mountain climb included a 20 km (12.4 miles) walking distance with approximately 1,000 m (3280 feet) altitude difference, partially a no hiking trail which required map and compass reading and walking in and along a stream, 15 kg (33 pounds) backpack, and an overnight solo experience in which each person makes one's own shelter within a 1.8 m (6 feet) square and a minimum distance of 30 m (100 feet) from other children.

To measure the self-concept the Children's Self-Actualization Scale by Kajita was administered in a pre- and post-test design for each camp. The Scale consists of 31 self-description statements with a 5-point response scale and comprised of four subscales. The anxiety of the participants was measured with two types of the State-Trait Anxiety Inventory, which were originally developed by Spielburger and modified by Japanese psychologists. The STAI consists of 20 items with a 3-point response scale for sixth graders and a 4-point response scale for seventh and eighth graders. To analyze the relation between self-concept and anxiety level, the Adventure Program Anxiety Scale (APAS) was developed. The APAS contains 19 items with a 5-point response scale relating to situations where the participants might experience high stress. Both the STAI and the APAS were administered before and after the 3-day mountain climb. For the data analysis, Pearson's product-moment coefficient, t-test, and analysis of variance were employed.

The following results were obtained:

1. Adventure camp participants as a whole showed significant progress in the total self-concept, and particularlly on achievement motivation and self-effort of self-concept subscales, between before and after camp. When categorized into male and female, female participants showed significantly positive change in total self-concept and in motivation, while there was no significant change in self-concept for the males.
2. State-anxiety scores were significantly higher before the 3-day mountain climb than after it, indicating that adventure camp participants, especially females, perceived the 3-day mountain climb as psychologically stressful and threatening. Female participants on the APAS showed significantly higher anxiety in most of the stressful situations than male participants.

3. The participants who showed Hgh reduced anxiety level between before and after the 3-day mountain climb had significantly greater positive change in self-effort than the participants who showed low reduced anxiety level.

It is concluded from the results that short-term adventure camp has significant effect on the self-concept of the early adolescent participants through stressful experiences. The study implies that camp directors should devote much more attention in their camp objectives to improve the self-concept in early adolescents by means of adventure-oriented programs. In planning and development of adventure-oriented programs, camp directors need to reassess human and natural resources to be used around the camp in accordance with needs and abilities of camp clientele.

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[1] Associate Professor, Institute of Health and Sports Science
The University of Tsukuba
Sakura-mura, Niihari-gun, Ibaraki-ken, 305 Japan

[2] Professor, School of HPER
Bowling Green State University
Bowling Green, Ohio 43403

[3] Instructor, Institute of Health and Sports Science
The University of Tsukuba

"An Investigation of the Influence of the Tent Counselor on the Creativity of Children in a Residential Camp"

By Carol S. Myers

The purpose of this study was to determine if the creativity of children changes during participation in a residential camp experience. This is a belief that has been intuitively felt by camp professionals for many years but has yet to be validated through research. A significant increase in children's creativity would infer that the camp experience can make contributions in fostering the creativity of children. Confirmation of this belief would reinforce this potential benefit of organized camping at a time when camp budgets and programs are being highly scrutinized. If this belief was not confirmed within the study, perhaps professionals might re-examine the camp experience and how creativity as a goal might be further achieved.

The second purpose of this study was to determine if individual counselors influence the creativity of children. If any of the counselor variables were shown to influence the creativity of children, then camp directors could consider these variables when determining the composition of camp staff and staff training content. The counselor characteristics of age, sex, education level and counselor variables of creativity, attitudes, intentions and behavior could all potentially be manipulated by the director through the screening and selection of staff for camp. The counselor variables of counselor creativity, attitudes, intentions for camper behavior and even perceived creative and accepting behaviors of counselors involve attitudes, knowledge, skills and behaviors of counselors that could be improved upon and adjusted through an effective staff training program. If these variables were not shown to influence children's creativity, camp directors wanting to enhance children's creativity might then focus on the camp environment and program or different aspects of the counselor to attain this goal.

A third purpose of this study was to apply the findings of vast research in creativity to the camp setting. Studies on leadership techniques, skill development and supportive environments suggest that the camp experience would be well suited for the cultivation of creativity in children. Without previous studies on the effects of a small group living experience, it is difficult to know how this component might influence creativity in children. Thus this study contributed to further understanding of this unexplored area of creativity research.

The final purpose of this study was to develop techniques to assess creativity in a meaningful way. Many researchers now feel that it is imperative that multiple assessment measures and varied techniques be explored in evaluating creativity. By defining creativity as a transactive process (Taylor,1972), improvement in any of the transactive components involving the creative personality, creative thinking skills or creative products will result in enhanced creativity. By using the canonical correlation procedure in analyzing the data, change among the three transactive components was related to the set of counselor characteristics and variables. This approach clarified possible relationships among each set and identified the interactional influence of counselor variables as they related to camper creativity. The design reflected the belief that creativity is a multifaceted concept that may infact be enhanced in a variety of ways.

This study included two populations. One group consisted of 60 innercity campers and six counselors who participated in a two week co-ed decentralized camp. The second population included 80 girls and 15 female counselors who participated in a seven week residential camp. The investigator assessed changes in camper creativity and analyzed the relationships between camper changes in creativity and counselor variables of background, creativity, intentions and behavior.

The procedures for collecting data included pre and post camp assessments of camper creativity, a pre camp assessment of counselor background and intentions, camp observations and counselor reports. Camper perceptions of counselor behavior were obtained during the last week of camp along with assessments of counselor creativity.

The data obtained from the study was analyzed through the utilization of the Statistical Package for Social Sciences at Indiana University and Butler University. The t-test for correlated means was used to analyze changes in camper creativity that occured during the camp experience. A canonical correlation procedure was used to analyze the counselor and camper sets in order to obtain the strongest associations among the two variable sets. Hierarchical Multiple Regression Analysis was employed to identify the contributions of each association.

The potential implications of this study for camp directors extends into the camp program, staff selection and staff training as discussed earlier under the purpose of the study. The real implications will not be known until the results of the study are analyzed and conclusions proposed.

Carol S. Myers, Assistant Professor
Butler University
5429 Central Avenue
Indianapolis, Indiana 46220
(317) 259-1705 or (317) 283-9548

"Outdoor Leadership Comptencies: A Research Study Surveying Outdoor Leaders"
by Michael J. Swiderski, Ph.D., Cal Poly, San Luis Obispo, California

"Months and years of training and education were required to prepare the astronauts for that "one small step for man and one great leap for mankind." The venture into one of the state's pristine wilderness areas for most city dwellers is no less awesome than exploring the surface of the moon, yet except for superficial training and education, hords of city inhabitants with their beautiful and expensive equipment go into the wilderness unprepared to understand, appreciate or enjoy the raw, natural environment of beauty, grandeur and solitude that an unspoiled portion of this state's wild landscape has to offer the informed sensitive person. "William Penn Mott, Jr., Yosemite Institute, 1977 p. 21."

The purpose of this study was to identify land based outdoor leadership competencies deemed necessary by outdoor leaders in five western Forest Service regions of the United States. A sub problem was to determine if differences existed among the leaders from these five diverse regions on essential outdoor leadership compentencies, as measured by a survey of priorities.

A preliminary test was to develop a comprehensive list of outdoor leadership competencies. This was accomplished from the review of the literature, adaptations from competency based teacher education manuals, consultation with outdoor specialists and input from personal outdoor experience; a pilot test was given to evaluate the questionnaire and to determine clarity and understanding of the competency statements. The questionnaire consisted of 50 outdoor leadership competency statements. The instrument was distributed to 282 outdoor leaders in the five western regions. Each competency was rated by the respondents on a six point Likert-type scale that best indicated their opinion on the importance of the competencies. As a result of the initial mailing and follow-up procedures, 148 (52.5%) of the surveys were returned. The statistical mean for each competency statement was used to determine the rank order of importance for each of the five regions and for the total group.

An analysis of variance was conducted for each competency, as well as an analysis of variance for the combined means of all competencies to determine if significant differences existed among the five regions. The analysis of variance conducted over the combined means of all competencies resulted in no significant differences among regions. In the analysis of variance conducted on each competency, five of the fifty outdoor leadership competency statements were significantly different among the regions. A post hoc comparison was conducted using Duncan's Test to indicate where these regional differences occurred. As a result of this study, a list of recommended land based outdoor leadership competencies was developed.

Significance of the Study

Across the United States a number of outdoor leadership training agencies and institutions employ and/or train potential outdoor leaders. At a time when there is a need for highly trained competent outdoor pursuit leaders, there seems to be a lack of solidarity on the components of what constitutes high quality outdoor leadership. The overbearing priorities of outdoor pursuit leaders are safety of group participants and a healthy awareness of attitude toward environmental conservation. Since the field of outdoor leadership education is relatively new, few competency requirements beyond elementary safety and environmental concerns have been considered by outdoor pursuit leaders. It is hoped that this study will be used to assist in the development of outdoor leadership standards and as a guideline for outdoor leadership education in the future.

Results and Conclusions

There was a consensus of agreement among the outdoor leaders regardless of region on the "extremely important" competencies. Thirty-four competencies were "extremely important" and "manditory" for an outdoor leader, regardless of the region in which the leader may be working. ("Extremely important" competencies listed in proposal appendix A).

Fourteen competencies were found to be "of moderate importance" and "may be needed" by an outdoor leader. ("Of moderate importance" competencies are listed in proposal appendix B).

The following two competencies were found to be "not important" and "not needed" by outdoor leaders. ("Not important" competencies are listed in the proposal appendix C).

Implications of the Study

Organizations which offer outdoor leadership training programs, such as camp groups, youth agencies, The American Camping Association and private organizations should employ the 34 competencies listed as "mandatory" in their outdoor leadership training programs and instructional curriculum. It is further recommended that the 14 competencies listed as "of moderate importance" should be employed in their training programs and curriculum as well. Camp directors who are responsible for hiring outdoor leaders within their agencies, should use the 34 competencies listed as "mandatory" as a guideline and as a tool in the evaluation of the outdoor leader applicant. Outdoor leaders who are working for church groups, private camps, outdoor programs or private agencies should use the list of "mandatory" competencies as a self-evaluation tool.

Michael J. Swiderski, Ph.D.
Assistant Professor
Physical Education Department
Cal Poly, San Luis Obispo
San Luis Obispo, CA 93407
(805) 546-2545

"The Effect of Three Training Methods on the Teaching Preparation of Counselor-Teachers in a Resident Environmental Education Program"
by Susan Johnson, National Wildlife Federation

The purpose of this study was to determine the effectiveness of three training methods on the teaching preparation of counselor-teachers in a resident environmental education program.

The study group consisted of 20 male and female college students who volunteered to participate in this investigation as the counselor-teachers. During the two-week resident program, eight counselor-teachers were utilized the first week and 12 the second week. The counselor-teachers were required to attend a one-and-one-half-day training session prior to their four-day resident experience.

Three environmental lessons were selected to be taught to the counselor-teachers by resident program staff members, who employed specific training methods. The environmental lessons were: Forest Study, Stream Study, and Energy Audit. The three training methods were: experiential method, instructional materials method, and modeling method.

Two questionnaires were designed to determine which of the training methods best prepared the counselor-teachers for teaching the environmental lessons. Questionnaire I was administered to each group of counselor-teachers one week after their respective training session (one day prior to their four-day resident experience). Questionnaire II was administered to the counselor-teachers immediately following their group's four-day resident experience.

Mean scores for Questionnaire students were compared, both between and within groups using The Pennsylvania State University's

computer program entitled "Analysis of Variance with Repeated Measures" (ANOVR). A .05 level of probability was accepted as indicating statistical significance. When a significant F was found, the Tukey Wholy Significance Difference test was used to determine which of the various mean scores significantly differed either between or within groups.

Based on the data collected and analyzed in this study, it was concluded that counselor-teachers who experienced three training methods did not generally perceive the modeling training method to be more effective than the experiential or the instructional materials method with regard to teaching preparation. However, based on partial support from the analysis of the three separate training groups, there appeared to be a trend toward modeling as being more effective. Counselor-teachers did not perceive the experiential method to be more effective than the instructional materials method.

Implications

In the fields of education and environmental interpretation there has been a lack of emphasis placed upon instructional techniques for in-service training.

The fact that a finding of this study indicated a trend toward counselor-teacher preference for the modeling training method does not imply that the method enabled the counselor-teachers to improve their teaching abilities, they were just more prepared. The findings do show that this method should be used more often for in-service training of teachers, along with the more traditional training methods, instructional materials and experiential.

Susan Johnson
National Wildlife Federation
8925 Leesburg Pike
Vienna, VA 22180

Dr. William A. Becker

Assistant Professor of Recreation and Leisure Services
Georgia Southern College
Statesboro, Georgia 30460-8073
Phone: (912) 681-5462

A STUDY OF JOB SATISFACTION AMONG RETURNING CAMP COUNSELORS

The purpose of this study was to examine the problem of camp counselor job satisfaction. It analyzed the relationship between the counselor's levels of job satisfaction and selected personal characteristics of camp counselors. A subpurpose of this study was to describe camp counselor retention rates in relation to the specific characteristics of the camps that were studied. Responses from 249 returning camp counselors at forty-five randomly selected northeastern camps, fifteen agency, fifteen private, and fifteen specialty, all accredited by the American Camping Association, were collected for the study.

The results of the job satisfaction section of the study indicated that the counselors level of job satisfaction was related to their college major. Those counselors who were education and human services college majors were significantly more satisfied with their camp job experience than counselors who had "other" college majors (business, journalism, or agriculture).

The camp information results suggested that agency camps had a higher retention rate of camp counselors than either private or specialty camps. Agency camps devoted much more time to counselor pre-season training and recreation than did private camps, which had the lowest counselor retention rate. Specialty camps had positive results in camp characteristics for counselor retention but had a low counselor retention rate. The conceptual model of ideal camp characteristics for high counselor retention rates suggested that those camps that had fifty or more hours of staff pre-season training and camps that had twenty or more hours weekly of organized staff recreation had a higher counselor retention rate. These were characteristics shared by the agency camps in the sample.

The results of the job satisfaction section of the study indicated that those counselors who were education and human services college majors were significantly more satisfied with

with their camp job experience than counselors who had "other" college majors (business, journalism, or agriculture). High levels of job satisfaction, motivation, leads to: (1) increased interest; (2) increased enthusiasm; and (3) increased productivity. Camp directors who are concerned about their counselor's level of job satisfaction should focus their attention, during the selection process, on those college students who are education and human services majors.

The results of the camp characteristics part of this study suggested that camps that had fifty or more hours of pre-season staff training had a higher counselor retention rate than camps that had fewer hours of training. The private camps in this study had an average of approximately sixteen fewer hours of pre-season staff training than agency camps and a 21 percent lower counselor retention rate. It may be that an increased amount of pre-season staff training would help raise the low level of counselor retention at private camps. Private camp directors should increase their pre-season staff training hours as a possible means of increasing their counselor retention rate.

The results of the camp characteristics part of this study indicated that those camps that had twenty or more hours weekly of organized staff recreation had a higher counselor retention rate than at camps that had fewer hours weekly. The private camps in this study had an average of only 2.5 hours weekly of organized staff recreation, ten hours less than agency camps. The poor counselor retention rate in private camps may be related to these results. Private camp directors should take steps to increase the hours of organized staff recreation at their camps.

Examples of staff recreation might include an opportunity for counselors to learn new recreation skills such as pottery, arts and crafts, and camping. Forty-four counselors in this study commented that this opportunity was important to them in their decision to return to work at camp. One way to provide this opportunity is to have the camp's specialty staff hold special sessions for counselors in the evening after the campers have gone to bed.

The social aspect of staff recreation is also important. Both agency and private camp counselors ranked the "personal" attitudinal dimension of camp counselor retention as being most important to them in their decision to return to work at camp. One item in this attitudinal dimension is the opportunity to renew old friendships and make new friends. Staff parties, campfires, corn-roasts, and athletic events would give counselors the opportunity to socialize and make new friends.

Author: Ronald D. Riggins, Assistant Professor, Recreation and Parks Program, Western Washington University, Bellingham, WA 98225

Subject: AN ANALYSIS OF SELECTED BIOGRAPHICAL AND PERSONALITY CHARACTERISTICS CONTRIBUTING TO THE LEADERSHIP EFFECTIVENESS OF INSTRUCTORS AND ASSISTANT INSTRUCTORS AT THE COLORADO OUTWARD BOUND SCHOOL: 1982-1983.

ABSTRACT

Purpose

The purpose of the study was to determine the leadership characteristics of effective Colorado Outward Bound school instructors and assistant instructors and develop criteria which might be useful in their selection.

Need

Qualified leadership has long been recognized as the cornerstone of effective outdoor recreation programming. Nowhere is this more true than in adventure based programs, where the physical and psychological well being of the participant depends on instructor expertise and judgement. However, the status of adventure based program leadership research is limited. Research has focused primarily on participant outcomes, leaving to opinion issues regarding the skills and qualities necessary to effective adventure based program leadership.

Procedures

Evaluating the leadership related characteristics of Outward Bound instructors and assistant instructors involved the collection and analysis of biographical and personality data. Profiles for each instructor were generated, based on the data. Selected variables in the profiles of "most effective," "average," and "least effective" instructors, as judged by staff evaluation procedures, were statistically treated to determine the relationships between selected biographical variables and leadership effectiveness, and selected personality variables and leadership effectiveness.

A biographical inventory questionnaire was developed by the researcher. It was administered, along with the FIRO-B personality assessment instrument, to instructors and assistant instructors employed by the Colorado Outward Bound school during the 1982-83 instructing season. One hundred nine valid sets of data were generated from 130 responding instructors. This represented fifty-two percent of the instructors and assistant instructors employed during that period.

Data sets were coded and entered into the IBM computer, at Western Washington University, for statistical treatment utilizing the SPSS-X programs for chi-square and multiple regression analysis. Descriptive analysis of the data was used to depict salient features relating to the biographical and personality characteristics of the selected instructors.

Findings

1. Six biographical characteristics were found to significantly relate to instructor effectiveness, through chi-square analysis, at alpha .05. These characteristics were as follows:

a. "Outward Bound Position" -- Instructors were rated higher than assistant instructors.

b. "Number of Outward Bound Courses Instructed" -- Instructors with more course leadership experience were rated higher than those with limited course leadership experience.

c. "Outward Bound Student Participation, Standard Course" -- Instructors who had not participated in an Outward Bound standard course, as a student, were rated higher than those who had.

d. "Undergraduate Degree" -- Instructors with BA degrees were rated higher than those with other degrees or those who had not completed a degree.

e. "Age" -- Older instructors were rated higher than younger instructors.

f. "Family Size" -- Instructors from families with three or more siblings were rated higher than those from families with fewer siblings.

2. Each of the six biographical characteristics found significant through chi-square analysis was also found significant, at alpha .05, through multiple regression analysis. In addition, the characteristics "Sex" and "Travel" were also found to be significantly related to instructor effectiveness.

a. "Sex" -- Male instructors were rated higher than female instructors.

b. "Travel" -- Instructors who had traveled alone for more than three months were rated higher than those who had never traveled alone or those who had traveled alone for a month or less.

3. Computed Multiple R and R^2 values revealed that roughly thirty-one percent (0.30608) of the variability in instructor ratings could be attributed to variation in the biographical characteristics found significant through regression analysis.

4. Of the education variables investigated, only "Undergraduate Degree" was found to be significantly related to leadership effectiveness. There was no significant relationship existing between instructor effectiveness and the type or number of courses taken in any academic area.

5. Participation in courses offered by the National Outdoor Leadership School bore no significant statistical relationship to instructor success.

6. Outward Bound instructors rated technical expertise as most critical to instructor success, followed by interpersonal skills and possession of a number of specified personal attributes.

7. Statistical analysis yielded no significant chi-square or F values related to any of the six personality dimensions studied. Personality characteristics, individually and as a whole, made no significant contribution to instructor effectiveness.

8. As a group, Outward Bound instructor scores ranked lowest, of eight groups compared, on both Inclusion and Control FIRO-B scales. They ranked among the highest on Affection scales.

Conclusions

On the basis of the study findings, four conclusions were reached.

1. Personality factors, as measured by FIRO-B scales, have no impact on Outward Bound leadership effectiveness.
2. Statistical evidence was found relating eight biographical characteristics to Outward Bound leader effectiveness.
3. Relatively low Multiple R and R^2 values indicated that factors other than biographical characteristics are also responsible for instructor and assistant instructor leadership effectiveness.
4. There is no particular biographical or personality characteristic emerging forcefully enough to be recommended as prerequisite to employment as an Outward Bound instructor or assistant instructor.

USING BEHAVIOR MODIFICATION STRATEGIES TO CONTROL INAPPROPRIATE BEHAVIOR IN A RESIDENTIAL CAMPING PROGRAM FOR BOYS, Thomas L. McKenzie, San Diego State University and Camp Del Mar

One of the major concerns of camp personnel is the management of camper behavior. This is particularly evident in boy's camps where a great deal of time and energy is spent attempting to control undesirable behavior. Behavior modification strategies, based on the principles of operant psychology, have been promoted as a viable means for developing and controlling behavior in diverse settings. While a few behavior modification studies have been completed in camping environments (e.g. Rickard & Dinoff, 1974), most of these have been done with handicapped children. The purpose of this session is to examine the effects of a series of behavioral strategies on solving dining hall and class attendance problems in a residential summer camp for boys.

The number of subjects for the studies ranged from 43 to 53 boys, aged 8 to 18 years. Single subject time-series analyses (multiple baseline and reversal designs) were used to evaluate each intervention. All of the studies took place in the same setting over a period of three years.

Dining room behaviors were selected for change because they were of concern to the staff who all ate with the campers. Target behaviors selected for change included eating out-of-seat, returning chairs, and littering. Data for eating-out-of-seat were collected through systematic observation techniques. Observers, paced by portable cassette recorders, coded camper behavior during the time they were required to be in the dining

hall. Data for replacing chairs and littering were obtained by frequency count immediately after campers left the hall. Results of the dining hall studies can be summarized as follows. Rates of eating-out-of-seat showed little improvement after rules and instructions but were reduced significantly by an overcorrection procedure (two replications). The percent of chairs pushed in increased by only 11% following rules and instructions but increased 412% over baseline during a counselor and camper dismissal procedure (two replications). The amount of littering (trash on floor) did not change substantially with instructions and rules but decreased by over 50% during a contingent early mail procedure (two replications).

Prompt attendance at required camp sessions is important. Two studies were conducted to examine the effectiveness of behavorial procedures to increase prompt attendance at early morning classes. The first study indicated how an overcorrection procedure using individualized contingencies increased promptness to class from 11% to 94%. The second study illustrated how individualized and group reward systems improved prompt attendance from baseline rates of 47% to 96%.

Results of this series of studies indicate that behavior modification strategies can be a positive means for effectively controlling inappropriate behavior in a residential camping program for boys. Since the interventions described here modified a variety of behaviors and were inexpensive and easy to implement they are generally applicable to solving behavior problems in diverse camping settings.

Thomas L. McKenzie, Ph.D.
Associate Professor
San Diego State University
College of Professional Studies and Fine Arts
San Diego, CA 92182
(619) 265-5541

ABSTRACT
Organized Camp Programming Research
American Camping Association National Conference
Presentation Proposal

Title: Women's Outdoor Adventure Programming by Rita Yerkes and Wilma Miranda

Presenter: Rita Yerkes, Miami University, School of Education & Allied Professions, Oxford, Ohio 45045 (513) 529-3621

Research Problem:

The research problem involved finding out why women are seeking challenging outdoor adventure experiences in exclusively female groups. The task was two-fold. First we had to locate and identify the programs since no general list was available. Second, we wanted to find out how women perceived the significance of these outdoor adventure experiences. More specifically, we wanted to: identify programs around the country, determine what was being offered, identify the demographic characteristics of the women participants and discover how the women felt about the impact of the outdoor adventure experiences on their lives. In addition, we investigated their motives for taking all-women adventure experiences and for seeking outdoor challenges in the first place.

Methodology:

With the cooperation of established women's outdoor adventure programs, 400 questionnaires were sent to participants and 267 were returned. This represented a return rate of 67 percent. The responses came from the Northeast, Southeast, Mid-Atlantic, Midwest, Southwest, and West Coast areas of the United States.

Results:

The respondents in the study were predominantly single, middle to upper-middle class women. Ninety-three percent were white and 81 percent came from urban settings. Their ages ranged from 19 to 66 years old.

The women in this sample present a profile of career-oriented, independent women who have had a wide variety of professional and educational achievements to their credit.

Their motivation for seeking adventure experiences was to "get away" from job pressures and meet people who shared their interest in outdoor recreation. They also sought an all-women environment which was not a culturally neutral choice. We found that the preference for all-female outdoor adventures remained high regardless of age or level of experience in mixed groups. The main reason given was to be free from "gender-imposed roles."

The women's adventure programs in this survey offer a variety of outdoor experiences. Canoeing was chosen most often (26.8%), seminar classes second (24.9%) with backpacking, third at (18.9%). The more well-established programs offer a wide variety of activities; however, certain activities continue to be reliable draws.

It is interesting to note the development of adventure programming for women. Eighty-three percent of the experiences reported in this study were taken in 1981 and 1982 with only 9 percent occuring in 1979 and 1980. When asked what were the personal consequences of participation in women's adventure experiences, women indicated that it increased their pride in themselves and other women. They increased their self-confidence in outdoor skills, risk taking and meeting challenges.

Implications:

This research suggests that the outdoor recreation needs of women are changing. In many educational and recreational programs, the concern for equal-opportunity programming has been addressed by combining all programs into coed groups. The women in this survey seem to indicate

that this solution does not always provide the programming to meet their needs. This may indicate an increased need for more outdoor adventure experiences for women and a growing market of participants. As school and camp enrollments decline, and the adult population expands, recreation and camp program directors could meet this need through creative program offerings. Camps and recreation centers could offer a wide variety of low-cost program offerings through their established facilities and resources. More women across the United States would have the opportunity to participate in professionally designed programs with women leaders as role models. Camps and recreation centers could also lead through offering leadership training seminars that would add to the numbers of well-qualified women outdoor adventure leaders. Perhaps the main implication is to move beyond the skepticism which insists that there is no "real" need for all women adventure experiences. The women in this study indicate that the need is very "real," but only the more affluent can take advantage of it.

Response to Call for Papers

"What's New in Camping Research"

Authors

Lawrence R. Klar, Jr., Ph.D. (Presenter)
Associate Professor
Leisure Studies and Resources
University of Massachusetts
Amherst, MA 01003-0069
Telephone: (413) 545-2255

William E. Randall, Ph.D.
Professor, Leisure Studies and Resources
University of Massachusetts
Amherst, MA 01003-0069
Telephone: (413) 545-2255

Study Title

The Economic Impact of Children's Camps in Massachusetts

Objectives

1. To calculate the extent to which children's camps in Massachusetts affect the overall economy of the state.

2. To identify the extent to which dollars are generated through in-state or out-of-state camper fees.

3. To identify the value of camp resources in the state such as property, water resources, facilities, equipment, etc.

4. To discuss the implications of the study in relation to legislative actions which influences the operation of camps.

5. To discuss the extent to which camps participated in the study and difficulties encountered in data collection.

6. To highlight methodological problems associated with this and similar camp studies.

Method

A survey was sent to a random sample of all camp directors in the state. The sample was stratified by camp type; that is, private and public, resident and day. Approximately 20 percent returned usable surveys.

Summary of Results

Children's camps were found to generate large amounts of money in Massachusetts and, at the same time, provide important services that do not create accompanying hardships on local governments. More than 2 million camper-days were

provided by over 20 thousand Massachusetts residence staff members producing almost 30 million dollars in camp revenues. Camp expenses exceeded 34 million dollars which represented expenditures only within the state. Results were not derived by applying a multiplier effect factor; this factor was later applied but only with considerable reserve and caution to the reader.

Implications for the Camp Director

1. Camp directors will be in a position to better understand the importance of the camping industry to the economy of the state.

2. Camp directors will be able to articulate this importance in concrete, economic terms. This is especially important in the political arena when working through the legislative process.

3. Camp directors will be aware of the extent to which their particular camp shares patterns similar to that of other camps. Examples include gaining insights into how other camps handle salaries, staff-camper ratios, maintenance expenses, insurance expenses, campers hips, etc.

4. Camp directors will gain a feeling for why this type of study is important to them and how their participation can strengthen the impact of findings.

5. Members of state camping associations will gain insights into problems associated with this type of research as well as suggestions for avoiding potential difficulties.

PERCEIVED IMPORTANCE OF SELECTED OUTDOOR EDUCATION ACTIVITIES,

by Alan Ewert, Ph.D., Appalachian State University

INTRODUCTION

Outdoor adventure programs have become increasingly popular types of activities for a variety of organized camps and residential outdoor education centers. Activities such as rock climbing, overnight solos, rope courses and backpacking expeditions are being utilized not only for the adventure component but also as modalities to participate personal growth or group dynamics.

While the most notable advocate of these types of activities remains Outward Bound Inc., many organizations have adapted this modality (Walsh and Golins, 1976) to better suit their particular client and staff. Despite these alterations, many organizations still adhere to using progressively more problematic tasks to create an atmosphere of cognitive dissonance in which the participant adapts by gaining mastery. Within this context, outdoor adventure activities are primary structured to create opportunities for improved self concept, a more internalized locus of control, and other personality phenomena (Godfrey, 1974; Pollack, 1976; Shone, 1977).

THE RESEARCH PROBLEM

Despite the fact that many organizations utilized the outdoor adventure modality, there exists a scarcity of information concerning the value placed on specific activities. While traditional research tracts have investigated a number of comprehensive outcomes, such as self-concept, the actual effect of a specific outdoor adventure activity upon that outcome remains unknown.

The purpose of this study was threefold: (1) to identify what activities were considered important by the participants, (2) to discern if that perceived importance changed as the course progressed and then two months after the course, and (3) to identify what differences in terms of perceived importance existed between participants and staff.

METHODOLOGY

During the 1983 summer session of Minnesota Outward Bound, in Ely, Minnesota, 103 course participants were asked to complete a questionnaire asking them to rank, in order of personal importance, various course activities including: rock climbing, white water canoeing, home base activities, ropes course, solo, expeditions, group dynamics, and marathon. The participants were asked to complete the questionnaire just prior to the beginning of their course, immediately after, and two months following their course. Analysis of variance and Spearman rank-order correlation techniques were utilized to interpret the results.

RESULTS

While a final analysis are currently being conducted, initial analysis revealed significant differences among the ranking of the course activities, ($p < .05$). These perceptions appeared to be relatively stable from pre to post testing, with the follow-up results yet to be determined. Initial analysis reveals a high degree of importance being placed upon the activities associated with outdoor adventure; namely, rock climbing, rappelling, and expeditions. Of lower importance were group dynamics, solo, and home-base activities. These perceptions remained constant through-out the course with no statistical differences being found between pre and post test scores.

IMPLICATIONS

If data analysis continue along its current trend several implications become apparent: (1) participants place greater importance upon outdoor adventure activities than they do upon group/people dynamics, (2) this particular modality, i.e. Outward Bound, proved to be relatively ineffective in altering this idea although traditionally this organization has used outdoor adventure as a means rather than an end, and (3) goals sought by participants may be incongruent with those officially sought out by the camp or residential center. As organizations seek to provide exciting and challenging curriculums for their campers and participants, the results of this study would suggest the need for a better understanding of the perceptions placed upon the various activities.

Alan Ewert, Ph.D.
Assistant Professor
Department of HPER
Appalachian State University
Boone, NC 28608
(704) 262-3140

PARENTAL FEEDBACK IN THE EVALUATION OF A CAMP FOR DISADVANTAGED CHILDREN: THE CAMP LIMBERLOST PROJECT

*Larry K. Belknap, Re.D., Director, Camp Limberlost; Program Director, Recreation and Park Administration, Illinois State University
William Rickards, Ph.D., Recreation and Park Administration, Illinois State University
Penny G. Belknap, Assistant Director, Camp Limberlost, Illinois State University

Introduction. This research presents an analysis of evaluation data received from two consecutive years at Camp Limberlost, a residential camp for disadvantaged children. The research represents an attempt at dealing with the issues of parental feedback. The evaluation was conducted as a case study of the Camp and demonstrates the use of various techniques for camp evaluation. More importantly, the study has generated recommendations for other camps with similar evaluation needs.

In examining the impact of the Camp, the objectives were (1) identify changes in the campers as a result of the camp experience, (2) involve the parents/guardians in the direct assessment of the child's experience, (3) identify areas in which the management and operation of the Camp could become more effective, and (4) determine the effectiveness of various techniques of data collection.

Camp Limberlost is a 54-year old resident camp for disadvantaged children aged 8-10. The 2-week Camp is sponsored by the Bloomington Kiwanis and managed by Illinois State University (ISU). Local school districts refer children to the camp based on economic need and/or social/behavior deficiencies. Most counselors are college students receiving academic credit for their work. Due to this unique relationship with ISU, university resources (including research and computer services) were utilized in the evaluations.

Method. The project was designed to use multiple methods of data collection; including audio and video tapes of interactions, daily camper reports, activity preference surveys with the campers, and follow-up surveys with camper parents/guardians. Data was collected from the 1982 and 1983 Camps with populations of 79 and 76, respectively. Feedback from parents/guardians was collected utilizing the following procedures. Post Card Surveys: These surveys provided generalized measures of the parents' perceptions of the value of the Camp. Each home received a cover letter from the Camp Directors and a self-addressed, stamped post card with survey items rated by agreement on a Likert-scale (e.g., My child talks frequently about experiences at Camp). Its first use occurred 6 months after the 1982 Camp and one month following the 1983 Camp. The 1982 Pilot Study: More specific information was sought in follow-up interviews with small, stratified random samples of the parents/guardians. The first interviews were conducted 7 months after the 1982 ses-

*Direct inquiries to: Dr. Larry Belknap, Recreation and Park Administration, McCormick Hall, Illinois State University, Normal, IL 61761

sion and treated as a pilot study. An interview schedule of twelve items was developed in direct reference to the Camp goals/objectives and procedures, with the items presented as open-ended questions. The 1983 Follow-Up: These interviews were conducted 6 weeks after Camp completion. Based on the previously collected data and a review of recent and related studies, the instrument was significantly modified. The responses to both follow-ups were content analyzed into categories expressing the extent of the Camp's effect.

Results. The observational methods (e.g., video tapes) produced a rich portrait of camper experiences, but the daily camper reports and activity preference surveys failed to suggest any concrete changes in the campers' behaviors or attitudes. However, the feedback from the parents/guardians provided important insights into the Camp and valuable information on evaluation techniques.

For both post card surveys, the response rate was acceptable (averaging over 40%), particularly considering expected return rates for mailed surveys with this population. The ratings reflected an overall positive response for the Camp -- a mean rating of 3.7 for all items with a possible score of 4.0. In the 1982 pilot study, none of the items in the schedule received a majority response demonstrating a positive effect for the Camp. However, all families interviewed discussed positive feelings regarding the Camp. Several parents/guardians spontaneously remarked how their children displayed more independence, maturity and initiative; and certain items (e.g., play patterns and social skills) received more substantial support. In the 1983 follow-up, several items received majority responses indicating the Camp's positive effect. The responses were overall and significantly more positive.

Discussion. It was noted that the results of the 1982 and 1983 interviews differed considerably due to duration of time between Camp completion and home interview, and the content of the interview items; while the post card surveys showed overwhelming support. These data demonstrate the great potential differences between the perceptions of parents/guardians and campstaff, problems in measuring behavioral changes after the campers' return, and the usefulness of cooperating with university faculty in on-site research. In terms of camp evaluations, the study demonstrated the value of: (1) collecting data from multiple sources for comparison, (2) collecting parental feedback soon after the campers' return, and (3) using survey techniques which minimize the response tasks for parents/guardians. Recommendations include structuring surveys to address topics as they are perceived by parents and using more general measures of satisfaction or change to facilitate ease of response for parents. Concepts such as "more mature" or "more independent" are more in line with the parents' concepts of Camp's potential effectiveness. While these generalized impressions provide less concrete support for specific impact, camp managers should balance these factors in designing evaluation instruments.

USING SCENARIOS TO FORECAST THE FUTURE OF CAMPING

Karla A. Henderson, 276 Teacher Education Bldg.,
University of Wisconsin, Madison, Wisconsin 53706

Camping does not exist in a vacuum. Even though at times it would be nice to be isolated in the woods, it is not possible for camping to exist as a "movement", as an "industry", or as a "professional field" without being influenced by the rest of the world and without, hopefully, also having an impact on society. The changes which are rapidly occurring in society (Toffler refers to it as "future shock") are greatly affecting organized camping. The ways in which the camping movement responds to these changes will in turn, affect society.

This paper will describe methods and results which were obtained when systematically identifying important aspects of the future of organized camping. When some people visualized the future of camping, they viewed it with a great deal of optimism. Others looked at the future with a perplexed scratching of the head. It is not easy to mitigate all the potential challenges to camping which appear just around the corner. However, in this paper, an attempt has been made to identify, through the combination of "expert" opinion as well as "grassroots" input, the possible concerns camping leaders have for the future.

The futures forecasting technique used was scenario writing. It uses a well-thought story to describe a future state of affairs. Four perspectives on the future were written regarding conservative, humanistic, pessimistic, and optimistic views of the future of organized camping. These scenarios were based on data collected previously from experts in the field of organized camping. A random sample of 270 camp directors were invited to respond to questions about the four scenarios. These results were analyzed with descriptive and qualitative statistics.

The respondents were asked to read the scenarios and answer several brief questions about their reactions to the stories. These respondents included 42% who were affiliated with agency camps, 16% affiliated with religious (church) camps, and 33% with private independent camps. Sixty-five percent of the respondents represented resident camps with 12% in day camping, and 19% involved in both. Directors had been in camping for an average of 13 years.

The scenario which the directors said was most likely to occur was the CONSERVATIVE view to which 44% responded. The OPTIMISTIC view received 39% of the votes, with the HUMANISTIC and PESSIMISTIC receiving 7% and 4% respectively. When these scenarios were analyzed by sponsorship of camp, little difference was found among the responses.

Respondents were asked which scenario would be ideal for the next 10-15 years. The great majority, 64% said they found the OPTIMISTIC to be most ideal. Twenty-two percent voted for the HUMANISTIC view while 7% favored the CONSERVATIVE approach.

Those in agency camps were most likely to express the HUMANISTIC view as being the ideal while private camps selected the CONSERVATIVE approach more than agency or church camps. However, the OPTIMISTIC view was the most common regardless of sponsorship of the camp.

A number of goals for the future were presented by the respondents. Several of the goals which were mentioned more than once included: keeping in touch with technological change, developing personal leisure ethics, improving management training, developing the whole person, promoting wellness concepts, increasing experiential programming, meeting needs of special populations, staying relevant, developing alternative energy sources, focusing on a variety of age groups, increasing environemntal awareness, and encouraging camps to work together through organizations such as ACA to become better and stronger.

The research highlighted a number of issues which will influence camping in the future. It was evident that a great deal of agreement exists and many people were able to identify a number of important issues. This is only the beginning as researchers, educators, camp directors, camp owners, staff, volunteers, and many other people seek to create a future which will continue to exemplify the essential values of camping.

Abstract

"What's New in Camping Research"

From: Norma Polovitz
Department of Recreation and Leisure
HPR-N 226
University of Utah
Salt Lake City, UT 84112
(801) 581-8039 or 8542

Purpose: To introduce low impact, no trace camping techniques to organized camping groups and indivudual users. It has been found that back-country use has increased in the recent years which in turn has increased mans impact on the land. Land managers believe that users of the backcountry should become knowledgeable as well as practice no trace camping techniques to help protect the environment.

Method: The Salt Lake District of the United States Forest Service developed an eleven minute slide/tape program, workbook, and test on no trace camping techniques. The Boy Scouts of the Salt Lake District agreed to be the trial group of the new program. Each Boy Scout troop leader has been given the opportunity to view the program. It is then up to the disgression of the leader to utilize the program. Upon successful completion of the "leave no trace" program and test, each Boy Scout would receive a wilderness certificate and patch.

Summary: This is still an on-going study, therefore the results are inconclusive. However, with a few modifications in the program, the Boy Scouts believe it is an informative and positive approach to teaching no trace camping techniques. The program will be tried in Salt Lake City for one year, then the United States Forest Service plans to submit the program to the National Boy Scout Council for adoption into their entire program. It will take numerous years to discover whether the information learned is actually practiced, however it is the purpose of the forest service to simply have the information available to organized camping groups.

Implications: Many camps throughout the country take groups of young and old people alike into the wilderness. It is important to stress no trace camping to all potential users, therefore this slide/tape program will soon become available to all camping groups. Directors, counselors, and campers should learn how to enjoy their environment and protect it at the same time.

Presentation plans: Along with introducing the need for no trace camping, I would show the 11 minute slide/tape program and briefly discuss the booklet and test. The "Leave no Trace" booklet would be available to participants of my session.

THE INFLUENCE OF A WINTER INTERDISCIPLINARY OUTDOOR EDUCATION PROGRAM ON MIDDLE SCHOOL STUDENTS' ATTITUDES AND KNOWLEDGE ABOUT THE OUTDOOR ENVIRONMENT by Dr. Carol Morton, Cleveland State University

ABSTRACT

The purpose of this investigation was to provide empirical evidence that a winter interdisciplinary resident outdoor education program improves attitudes and knowledge about the outdoor environment in middle school students. The following hypothesis was tested: there will be a greater gains in middle school student attitude and knowledge scores about the outdoor environment from pre- to posttest by the subjects in the experimental group than for those subjects in the control group as measured by the Millward-Ginter Outdoor Attitude Inventory.

The study employed a pretest posttest nonequivalent control design since the subjects were not randomly selected. In order to test the hypothesis, the Millward-Ginter Outdoor Attitude Inventory instrument was administered to 254 intermediate level students of McDowell School, Hudson, Ohio. The experimental group (167 intermediate level students) attended Hiram House Camp in January of 1980, while the control group (87 intermediate level students) remained in the regular classroom program. Both the experimental and control groups received Form A of the 25-item MGOAI one week before the experimental group attended camp. One week after the experimental group returned from camp, both the experimental and control groups were administered Form B of the 25-item MGOAI.

Total gained scores were computed for the experimental group from pre- to posttest and for the control group from pre- to posttest on the MGOAI to determine significance. A one-way analysis of variance statistical procedure was used to determine significant T values for the experimental group, the control group, and each of the 25 questions of the Millward-Ginter Outdoor Attitude Inventory from pre- to posttest.

The results were as expected. The mean score total for the experimental group from the pretest to the posttest was significant at the .05 level. The control group scores did not improve significantly at the .05 level.

The following implications and recommendations for future research were noted. More studies need to be conducted on winter resident outdoor education programs to determine if the winter season should be utilized more than it is for outdoor education camps. Further investigations of the 36-hour resident camp should be undertaken to determine if these shorter periods of time have the same effect as longer camps, especially with the decrease in school budgets. Longitudinal studies should be conducted utilizing the MGOAI to determine retention and future carry-over of outdoor attitudes and knowledge. Further research is needed to determine the extent to which prior outdoor attitudes and knowledge affect student responses to the Millward-Ginter Outdoor Attitude Inventory.

Dr. Carol Morton
Cleveland State University
College of Education
Dept. of HPER
Cleveland, Ohio 44115 (216) 687-4870

THE AMIC RESIDENTIAL SUMMER CAMP FOR AUTISTIC CHILDREN: A MODEL FOR RECREATIONAL/EDUCATIONAL/THERAPEUTIC WORK WITH AUTISTIC CHILDREN

by Sue A. Alexander, Hampshire College

This paper describes a month-long residential camp program serving autistic children and adolescents ages 5 to 19 who attend the AMIC Manhattan School in New York City. The school provides a year-round day program for autistic children from low-income and working class families in Manhattan and the Bronx. The ethnic and racial composition of the school is approximately 60% black, 20% Hispanic, and 20% white - reflecting the current public school composition in those two boroughs of the City.

The camp, now in its 15th year of operation, serves a threefold purpose: 1) it provides a therapeutic/educational/recreational environment for autistic children to maintain the language and learning they have acquired during the school year and an opportunity to build new developmental skills and behaviors in a structured outdoor setting; 2) it provides intensive training for college and university students who serve as counselors and program staff for the children; 3) it provides a period of respite care to benefit the families of these children.

The camp is one unit of a larger camping program serving regular needs children, sponsored by the Presbyterian Churches in New York City. The building which houses the program was constructed by AMIC and the Presbyterian Camp to serve physically handicapped and developmentally disabled persons. The setting provides opportunities for mainstreaming autistic campers in a variety of ways and the paper describes the range of mainstreaming activities which take place.

Background information on the AMIC School and Camp outlines the founding of the school by parents of autistic children to its current operation, which is maintained by a combination of public and private funds. The paper reviews issues of parent involvement in securing services for autistic and other developmentally disabled children and parent participation in the design

of those services. This program serves as a good illustration of the ways in which federal and state legislation in the past 15 years has mandated and provided for comprehensive special educational services for all school-age children. The continuation of funding from private sources: individuals, corporations, foundations, has been essential however, in order to provide supplemental support to families of disabled children and a year-round extended day program outside of the school year.

The paper focuses on the two programmatic aspects of the residential camp - the structured recreational/educational/developmental activities for the children, and the training and supervision provided for the counselors who carry out the program. The camp setting provides an environment relatively safe and free from distractions in which activities can be structured to promote the learning of new skills, and the low ratio of children to counselors provides opportunity for more intensive work on skills which need to be perfected. The college/university students who work as counselors and teachers are provided with an intensive 3 day orientation and participate in ongoing individual and group training sessions. The philosophy underlying this training and the content of the sessions is described. The paper details the camp program and the range of activities and ways in which they are modified for low-functioning children. Mainstreaming activities vary from wilderness expeditions, theater productions, and team sports to limited participation in dancing or hiking for non-verbal campers. The paper outlines the principles and benefits of mainstreaming for autistic and normal campers.

Although this particular program serves autistic children and adolescents, the principles which underlie its design and the methods and techniques it employs

are applicable to a broader range of developmental disabilities. Topics which might be discussed in relation to this paper are:

- parent role and involvement in the education of developmentally disabled children
- family issues and needs surrounding the presence of a handicapped child
- models for respite care
- resources for funding educational/treatment programs for special populations
- mainstreaming - implications for teachers and children
- treatment: home care/group homes/institutions

Sue A. Alexander
Associate Dean of Students
Hampshire College
Director, AMIC Manhattan School Summer Camp Program
Amherst, Massachusetts 01002